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ABSTRACT

Examined in the document is the conclusion of a study on mainstreaming by J. Birch which purports a definite organizational structure for effective delivery of services to handicapped children and the necessity for a training component to assure effectiveness of organizational structure. The first section supports the concept of mainstreaming with a review of literature pertaining to the following issues: the legal precedent for a comprehensive program for an appropriate delivery of educational services, the conceptual basis for a mainstream model to effectively deliver a comprehensive educational program, alternative mainstream models for the delivery of services, and the reason why mainstreaming is the most desirable special education arrangement. In the second section--which stresses the need for appropriate inservice teacher education--the role and expectations of the special educator, the role and expectations of the regular educator, training programs for preparing educators, and alternative training models are reviewed. (SBH)

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MAINSTREAMING AS AN APPROACH TO SPECIAL EDUCATION SERVICES: ORGANIZATION AND TRAINING

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POSITION PAPER PRESENTED AS PART OF
THE COMPREHENSIVE EXAMINATION

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Current issues regarding tne education or handicapped children address basic and fundamental concepts of segregation, categorical labeling, individualized instruction, discrimination in standard psychological testing and social attitudes and acceptances. Recent trends and research suggest that the most effective learning arrangement for the handicapped student is that he/she be placed to the greatest extent possible and to the degree most appropriate in the "normal" educational environment; that he/she be placed in a special class for special instruction only for the minimal amount of time necessary to achieve the specific instructional goal which could not otherwise be achieved in the regular classroom. This trend in educational practices has come to be referred to as "mainstreaming". The Delegate Assembly of the Council for Exceptional Children has adopted the following definition of mainstreaming to be incorporated into the policy statement of CEC:

> Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each such child should be educated in the least restrictive environment in which his education and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with non-exceptional children; and that special classes, separate schooling, or other removal of an exceptional child from education with non-exceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services (CEC Delegate Assembly, 1976).

In an attempt to study the effectiveness and operation of mainstreaming in the public schools of the United States, Birch has made careful observation and analysis of the educational programs in six school systems across the nation (Birch, 1974). The school districts he visited include Tacoma, Washington; Louisville, Kentucky; Richardson, Texas; Plano, Texas; Tuscon, Arizona; and Kanawha County, West Virginia. The educational goals of the six systems appear to be similar, that of offering special services in the regular classroom for the greatest percentage of time possible. The process for achieving these goals, however, differ markedly.*

Although implementation strategies were somewhat disparate, Birch succinctly drew three conclusions from his study. The second of these conclusions regarding effective mainstreaming operations is

> Mainstreaming is the most desirable special education arrangement for almost all of the recognized categories or groups of exceptional children. This acknowledges that other schemes for providing special education are also desirable, but that mainstreaming should be the goal toward which other educational arrangements are leading and preparing each pupil. A core concept in mainstreaming is that it is feasible for regular class teachers who have consultation, assistance and support from team teaching with special educators to become skillful enough with special education methods and materials to use them effectively with not only borderline to mildly handicapped pupils, but also with many moderatedly to severely

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*As it is not the intention of this paper to study the mainstream process in these six systems, the reader is referred to Birch, 1974 for an indepth study of these school districts.

> handicapped pupils. It should not be assumed that the severity of the child's physical, mental, or emotional exceptionality is the chief criterion for feasibility of mainstreaming. Rather, the availability of effective teaching methods and materials is the key factor (Birch, 1976).

At closer inspection, Dr. Birch is making two substantive and persuasive statements in his conclusion regarding the effectiveness of the mainstream process, inherent in which lie several assumptions relevant to general concepts of education. His conclusion purports a definite organizational structure most attractive for effective delivery of services to handicapped children. His conclusion also states the necessity for a training component in order to assure effectiveness of the organizational structure.

An attempt to study the conclusion with respect to these two statements will highlight the following issues:

A. Delivery of Services

1. What is the legal precedent for a comprehensive program for an appropriate delivery of educational services?
2. What is the conceptual basis for a mainstream model to effectively deliver a comprehensive educational program?
3. What alternative mainstream models exist for the delivery of services:
4. Why is "mainstreaming the most desirable special education arrangement"?

B. Training Component

1. What are the role and expectations of the special educator?
2. What are the role and expectations of the regular educator?
3. How have training programs prepared educators to meet the challenge of new roles and expectations?

4. What alternative training models exist?

This paper will be divided into two independent sections to address the issues raised in Dr. Birch's conclusion as put forth above by this writer.

Each section will highlight a review of relevant research to support the respective contentions of the writer. It is the intention of this writer to bring together the beliefs and writings of many prominent educators who have set the conceptual framework of mainstream education. For this reason, an extensive use of direct quotations are used to lend to the comprehensiveness of the supportive foundation being discussed.

The first section will support the concept of mainstreaming, drawing upon a review of the literature to lend a sound base for putting theory into practice. Specific organizational models for delivery of services will be examined.

The second section, which will stand in content independent of the first, will address the necessity for appropriate inservice teacher education and training to effectively and successfully implement a mainstream program. New roles and responsibilities of educators are constantly dictating the need to acquire new skills. A variety of approaches exist to deliver teacher training inservice programs. Section two will examine this component.

Organizational design and development will be addressed in both sections one and two. Inherent in the development of a mainstream program are the decision making process, task definitions and acceptance of responsibility. The concept of leadership theory as it relates to the design of the training programs will also be addressed.

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SECTION I

DELIVERY OF SERVICES

In his address to the Council of the Great City Schools at the conference in Miami in 1971, Willenberg stated

> The (educational) movement required a change in rational for service - one that emphasized inclusion rather than exclusion; one that asserted the inherent worth and dignity of human life as opposed to a scale of individual value based upon the potential for productivity. The next phase is upon us in the environment of the local school. It is no longer sufficient merely to make provisions for the handicapped by reinstitutionalizing programs around their diagnostic labels. Separate special day schools, centers and classes have been indicted as offending arrangements responsible for further retarding and dehumanizing certain children whose prospects would be much brighter in the environment of the "normal" pupil population. The clarion cry has become "Decatergorize, Declassify, Desegregate - Mainstream!" (Willenberg, 1974, p. 22).

Dr. Willenberg's clarion cry has been echoed increasingly by educators across the nation for the past decade. The mainstream movement is the outgrowth of fundamental social philosphies and psychological theories governing the growth and development of human potential and the assurance of dignity and respectability of mankind. As our social values continue to change to respond more sensitively to different life styles, our educational systems, likewise, must change to reflect diversity and flexibility in their organization and curriculum.

> More than at any other period in the history of mankind, at present there is a humanistic concern exhibited toward the atypical individual - for his education, his welfare, and especially his role as a contributing member in a changing society. The years have witnessed a trend from isolation coupled with a lack of concern to a period of separation and more recently, a movement toward a more integrated concept of education known as "mainstreaming" (Mann, 1974, p. 7).

This "movement" to which Dr. Mann refers is reflective of the "movement" emphasized in Dr. Willenberg's speech to the Council

of the Great Cities, cited above. This movement has "resulted in legal action and will require the reorganization and updating of educational practices (Mann, 1974, p.7)". The programmatic structure for the delivery of educational services must be reorganized to offer every child in the system a comprehensive educational program with greatest degree of integration as appropriate in the normal environmnet.

The majority of what a child, exceptional or not, feels and thinks, and the way he acts and behaves is directly influenced by his integration with other people. Special classes, schools and centers and segrated programs have been criticized as "offending arrangements" (Willenberg, 1974) for not offering children humanizing, dignified education with the opportunity for normal peer interaction. "Humanism in education can be achieved to a greater degree by providing mainstream education (Mann, 1974, p. 8)." Social quality is one of the most basic characteristics of human life. Special classes and isolated arrangements lead to social demotion and cause the child to suffer a negative self-esteem (Bradley, 1970, p. 3-12). According to Maslow's Hierarchy of Needs, fundamental to the development of an individual's personality and maturity is his need to feel recognition and respect from others (Hersey & Blanchard, 1972). Satisfaction of the esteem need results in a greater feeling of self-confidence of the individual's worth and encourages his development as a contributing member of his society. With the lack of an individualized program and with continuous labeling and classifying, the exceptional child is not guaranteed the appropriate and comprehensive program to meet his individual needs. His maximum growth

and contribution to his society is threatened.

> ...the problem of the exceptional individual in the local school system is to individualize his instruction in such a manner as to enable him to achieve his potential, whatever that may be, and to provide an environment that fosters understanding and acceptance of the concept of the worth and dignity of the human individual without qualification because of race, creed, religion, national origin, culture, financial status, social, physical, emotional, or intellectual condition (Willenberg, 1974, p. 23).

In concurrence with educational concepts and theories of mainstreaming as set forth by Birch and Willenberg, many educators have recently discussed the inappropriateness of self-contained classes, particularly for the mildly retarded child, as well as for the majority of exceptional children.

Dunn (1968) makes reference to the socio-economic make-up which comprises the majority of the special class population. He contends that special class placement is an obsolete and unjustifiable arrangement for slow learners, perceptually impaired and emotionally disturbed children, who are the result of slum conditions, broken homes, underprivilized environments. He suggests four cogent reasons for change from this traditional educational process: (1) school organizations are changing to incorporate a greater degree of team teaching, ungraded placements, and flexible groupings; (2) changes in curricula are offering more individualized instructional approaches; (3) changes in school personnel are now including a wider variety of professional competencies, for personnel to deal with a greater range of individual differences in

children and to function in a greater variety of roles to facilitate the educational process; (4) changes in the design and development of sophisticated audio-visual equipment are opening many innovative, creative, and effective ways to teach children. For accomplishing this change, Dunn proposes the need for new diagnostic and placement procedures and the revision of curricula to provide a stimulating and creative learning experience and the opportunity for each individual child to approach his maximum potential growth. "...we have been fostering quantity with little regard for quality of special education instruction...(p. 21)" by supporting and promoting special classes.

> In my view, much of our past and present practices are morally and educationally wrong. We have been living at the mercy of general educators who have referred their problem children to us. And we have been generally ill-prepared and inffective in educating these children. Let us stop being pressured into continuing and expanding a special education program that we know now to be undesirable for many of the children we are dedicated to serve (p.6).

Lilly (1970) contends that "...traditional special education services as represented by self-contained special classes should be discontinued immediately for all but the severely impaired...(p. 43)". In presenting his views regarding the policies and practices in the field of special education, Lilly suggests that we must change both how we think of children labeled exceptional and how we behave in regard to them. A new approach to defining exceptionality changed the emphasis from the child to the situations in the school.

> An exceptional school situation is one in which interaction between a student and his teacher has been limited to such an extent that external intervention is deemed necessary by the teacher to cope with the problem (p.48).

Deno (1970) proposed that "special education conceive of itself primarily as an instrument for facilitation of educational change and development of better means of meeting the learning needs of children who are different (p.229)." It is important that we do not accuse the child for his/her differences or failures, but rather that we accept the challenges of making available appropriate opportunities to nurture the child's self-realization. Deno explores a process and approach to reorganizing the special education service delivery system. The "Cascade of Services" system is an organizational model designed to tailor treatment to individual needs rather than sorting children according to group standards. The model (Figure 1) suggests that the greatest percentage of students will appropriately be placed in the most integrated educational settings, while the most specialized facilities are likely to be required by the fewest children. Deno suggests the special education system be evaluated by the extent to which children who cannot reasonably be accommodated in a good regular education program are being served and the degree to which children are progressing toward socially relevant goals.*

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*While it is not the intent of this paper to explore in depth research studies concerning the efficacy of special class placements and mainstreaming arrangements, the reader is referred to the writings of Cegelka & Tyler (1970), Goldstein (1967), Guskin & Spicker (1968), Johnson (1962), Kirk (1964), Simches & Bohn (1963) and MacMillan (1971) for thorough discussions of research findings in this area.

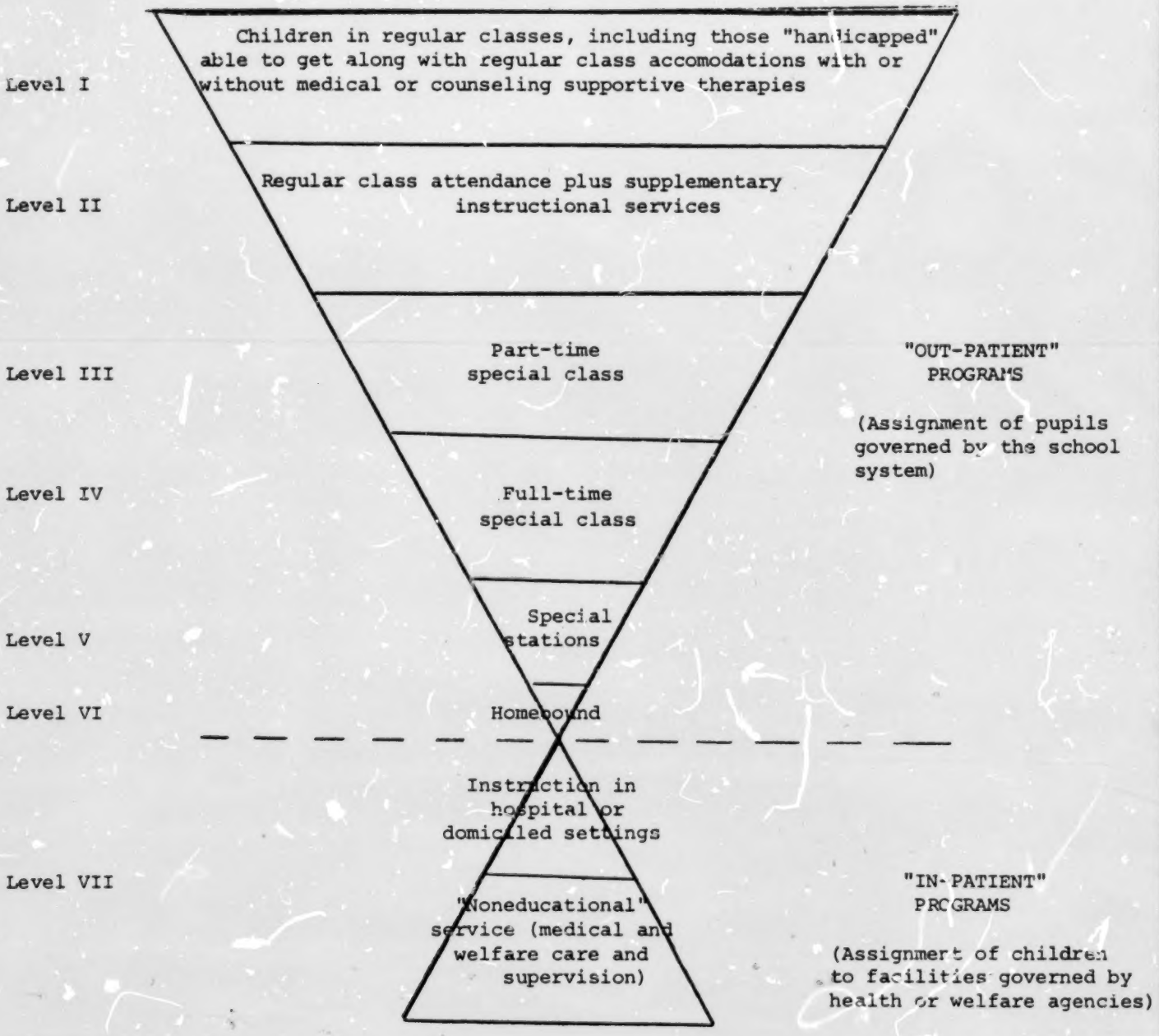
Level I
Children in regular classes, including those "handicapped" able to get along with regular class accomodations with or without medical or counseling supportive therapies
Level II
Regular class attendance plus supplementary instructional services
Level III
Part-time special class
"OUT-PATIENT" PROGRAMS
(Assignment of pupils governed by the school system)
Level IV
Full-time special class
Level V
Special stations
Level VI
Homebound
Instruction in hospital or domiciled settings
Level VII
"Noneducational" service (medical and welfare care and supervision)
"IN-PATIENT" PROGRAMS
(Assignment of children to facilities governed by health or welfare agencies)

Figure 1. The Cascade System of Special Education Service. (Deno, 1970, p.235)

While the theories advanced in the mainstreaming movement appear to be the most sound and effective basis for special education arrangements in regard to legal rights, philisophical tenets and psychological principles, heated debates still exist among educators against special class placement. Table 1 from Bruninks & Rynders (1971) highlights some of the more common arguments in this regard.

From these arguments emerge two most basic directions and committments of the mainstreaming approach, delabeling and individualization. The concept of delabeling or decategorizing children by specific handicapping conditions moves toward the acceptance of children as individuals with educational needs specific to their learning abilities and functioning. Individualization, then, becomes a primary concern for the educational programming of exceptional children, if, indeed, they are to be considered, each and every one, as an individual person.

The categorizing of people and programs create a number of problems (Bruninks & Rynders, 1971). There is a tendency to stereotype characteristics which would infer that all learning disabled children should be offered the same curriculum and that all blind students should be taught in the same fashion, and that all physically disabeled students should be placed together. Labels tend to become stigmatic and are attached indelibly to the child, often causing his society and environment to accept him in a negative light (Jones, 1972). "When a school classifies a child as mentally retarded, for example, it places him in an inferior social group in the eyes of most of society (Lord, 1974, p. 422)." Labels are often

TABLE 1

Selected Positions on Special Class Placement for EMR Children[a]

Pros	Cons
1. Research evidence indicates that mentally retarded children in regular classrooms are usually rejected and isolated by more able classroom peers.	1. Special class placement isolates retarded child from more normal classroom peers.
2. Mentally retarded children in regular classroom experience loss of self-esteem because of their inability to compete with more able classroom peers.	2. Special class placement results in stigmatizing the retarded child, resulting in a loss of self-esteem and lowered acceptance by other children.
3. It is logically absurd to assign children to instruction without considering differences in ability or achievement levels.	3. There is little evidence to support the efficacy of ability grouping for retarded or normal children.
4. Evidence on the efficacy of special classes is inconclusive since most studies possess significant flaws in research design.	4. Mildly retarded children make as much or more academic progress in regular classrooms as they do in special classrooms.
5. Criticisms of special classes are based ostensibly upon examples of poorly implemented programs.	5. There is little point in investing further energy in improving special classes, since this arrangement poorly serves the social and educational needs of children.
6. The alternatives to present practices are less desirable and would lead to a return to social promotion as an approach to dealing with mildly retarded children.	6. Other more flexible administrative and curricular arrangements should be developed to supplement or supplant special classes.
7. Properly implemented special classes are optimally suited to deal with the major learning problems of retarded children.	7. Special class arrangements inappropriately place the responsiblity for academic failure on children rather than upon schools and teachers.
8. Special class arrangements should not be unfairly indicted for mistakes in diagnosis and placement.	8. The existence of special classes encourages the capricious misplacement of many children, particularly children from minority groups.
9. A democratic philosophy of education does not dictate that all children have the same educational experiences, but that all children receive an equal opportunity to learn according to their individual needs and abilities.	9. Special class placement is inconsistent with the tenets of a democratic philosophy of education because it isolates retarded from normal children, and vice versa.

[a]Most of the positions summarized in this table are based on recent articles by Dunn (1968), Milazzo (1970), Kidd (1970), Johnson (1962), Lilly (1970), and Christophos and Renz (1969).

related to negative expectations. "Handicapped", "disabled", "disturbed" are all labels which attach negative connotations to the performance of the child and hence lead to watered-down curriculums and poor quality educational programs. "...the notion that single labels, applied by high status authorities from outside the school, should serve as a basis for grouping children is basically nothing more than a refusal to accept responsibility for making educational decisions. It is educational laziness (Reger, Schroeder & Uschold, 1968, p. 19)". The categorical labels often presume certain generalized educational classifications rather than allowing for individual educational programs relevant to building on a child's strengths and abilities. Rather, the emphasis of the categorical labels should stress variables which are educationally relevant to the child's growth and development. "Education does focus upon learning characteristics, behavioral patterns, aptitudes, interests, etc. It would be helpful to have labels which are truly descriptive of these relevant variables (Lord, 1974, p. 421)". "Labeling may be necessary for justifying fund expenditures, but it is not necessary for the organization of special education programs. If labeling produces undesirable consequences, the solution lies in the realm of political action, not in the realm of instructional theory and technological development (Deno & Gross, 1973, p. 121)." To consider each child without a label and to place him/her in an educational arrangement designed specifically to meet his/her own educational needs implies the necessity for implementing individualized programs.

"Considered as raison d'etre of special education, individualization more than any other word has served to symbolize special

education (Bruninks & Rynders, 1971, p. 16)". The process of individualizing instruction offers each child the opportunity to follow a curriculum specifically designed to meet his/her needs. "In special education, (individualized planning) is practically a necessity if we are to help students reach their educational goals and become functioning citizens (Lindsley, See Duncan, 1971)". The concepts of individualization are based on the theories of normalization. A principle developed in Scandanavia, normalization means "making available to the mentally retarded patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society (Nirje, 1969, p.180)". Embodied in this principle and applicable to the process of individualized planning and implementation in the educational setting is the rejection of a tracking or streaming approach to instruction. Rather, an array of service systems would be made available to allow for partial or complete integration of exceptional children into the normal school patterns. Snow's aptitude-treatment-interaction hypothesis is implicit to the process of individualized planning and instruction. The ATI hypothesis is based on the belief that a students' attributes or aptitudes will predict a response to instruction differently under different instructional conditions. The ATI approach assesses the students aptitudes and and selects from a variety of alternatives the most appropriate instructional materials and methods to maximize his achievement and total development (Snow, 1976). The system or organization which currently exists to accommodate a tracking approach must adapt or change to effectively implement an individualized curriculum.

For individualized instruction to be successful, for mainatreaming to work, for the streaming approach to become obsolets, it is imperative that ATI, precision teaching, programmed instruction and other comparable individually planned curriculum procedures become commonplace in the education setting.

The management system or organizational structure in the traditional educational setting must undergo fundamental reform and redesign of the educative process. "Individual instructional systems are part of a total system, and any change in one part will affect the other parts. Radical changes of the type demanded for individual instruction may have traumatic effects on other subsystems (Meisgeier, 1976, p. 36)."

These organizational changes will include redefinition of the roles and responsibilities of educators in the system, both at the administrator and practitioner levels; a readjustment of the decision making process for individual placement decisions; reallocation of financial resources for cost effective planning and instruction of all students; reassessment of the goals of the educational system as a community interactive agency. Table 2 suggests a continuum of administrative arrangements for the delivery of services to handicapped exceptional children and also identifies the responsibilities of a variety of personnel roles charged with the implementation of these programs.

The Service Delivery section of the Special Education Administrative Policy Manual (Torres, 1976) proposes a variety of program alternatives consistent with the continuum of services presneted in Deno's cascade. In addition, the Policy Manual suggests

TABLE 2

Education Services for EMR Children

Personnel Roles	Administrative Placements
1. Paraprofessionals--support and extend the capability of classroom teachers.	1. Nongraded, open school arrangements--self-directed learning, individually prescribed instruction, etc.
2. Case managers--assume child advocacy roles, coordination of services, etc.	2. Regular class--special education support to classroom teacher.
3. Child development specialists--expand the capability of classroom teachers to accommodate a wider range of individual differences.	3. Regular class--special education assistance to classroom teacher; short term ancillary services to child (tutoring, diagnosis, etc.).
4. Instructional specialists--serve regular and special education teachers in consultative roles.	4. Regular class--intensive special education assistance to children and classroom teachers.
5. Resource learning specialists--serve children directly and consult with classroom teachers; specialize in particular developmental areas (language development, mathematics, etc.).	5. Special class--some academic and nonacademic instruction in regular classes.
6. Diagnostic specialists--diagnose educational problems; prescribe appropriate materials.	6. Special class--only nonacademic contact in regular classes.
7. Special education tutorial personnel--provide short-term assistance to children.	7. Special class--no significant amount of contact with children in regular classes.
8. Special class teachers--serve very small groups of children with severe educational handicaps.	8. Special day school for retarded pupils--no significant contact with children in regular school settings.
	9. Homebound instruction--individual instruction for children who are unable to attend school.
	10. Residential school--contact with pupils in nearby community programs.
	11. Residential school--no significant amount of contact with pupils in community programs.

preschool programs, adult education, and community-based services.

In the administrative organization of the school program, attention should be given to the maximizing of the resourcefulness of regular classroom personnel by using teams of teachers and specialists, upgrading regular and special teacher training programs, and using resource room models rather than segregated or isolated arrangements for students. "The pivotal concern should be the improvement of regular school programs as a resource for exceptional pupils and not the abrupt demise of any administrative arrangement (Reynolds & Balow, 1974, p. 437)."

ALTERNATIVE APPROACHES TO MAINSTREAMING

What follows are alternative ways in which instructional systems have responded to educative reform, adapting organizationally to accommodate individualized instruction and mainstream approaches.

The Harrison-University Cooperative Resource (Grismer & Johnson, 1974) Center in Minneapolis was established in 1968 to serve the dual purpose of providing alternative special education services to exceptional children and to provide a practicum field setting for university students being trained as noncategorical resource teachers. The program is administered by a project director, jointly appointed and paid by the Minneapolis Public Schools and the University of Minnesota. The newly established administrative position in the public school system allows the project director to be on an equal level with the building principal and his/her assignment as instructor at the University enables supervision of

the students in the practicum field placements. This joint appointment and committment implies a permanent relationship between the two agencies on a long-range basis for the purposes of program development.

Originally housed in the Adams School, the Resource Center project moved to the Harrison School when population began to decline in the Adams School neighborhood. The project staff consists of the project director, two certified special education teachers and six university students. Children who receive services of the Resource Center have as their primary placement the regular classroom.

Placement decisions are made by a Pupil Personnel Team, including a psychologist, the principal, school social worker, special education teachers and the regular class teacher. It is essential to this program that regular education personnel be involved in the program planning, as shared responsibility in decision-making allows for cooperative planning and minimal conflict between regular and special educators.

After the initial two week placement of half-hour daily sessions for testing and evaluation, a case planning conference is convened to develop the educational prescription. Individualized instruction of 30 to 90 minutes daily in the Center, offer the child the opportunity to develop appropriate social behavior, to learn to work independently, to acquire academic skills, and to participate in group discussions. For each individual case, every attempt is made to match the appropriate educational materials to the child's learning characteristics.

The integral components of the Resource Center operation are team prescriptions (which involve regular education personnel fully), individualized instructional objectives (which are reviewed and rewritten every four weeks), and evaluation procedures (which require each child's activities to be recorded daily).

The Seward-University Project (Deno & Gross, 1973) is a cooperative agreement between the Minneapolis Public Schools and the University of Minnesota Department of Special Education. The project is designed to improve the quality and quantity of special education services and increase the opportunity for and the effectiveness of inservice to develop a special education service system, while the local school district provides for the university space for field-based inservice and practicum site for preservice training.

University faculty moved into the school building to function in a consultative assistant capacity in program development. The responsibility for the special services program development lies with the school and the community.

Program goals include: (1) all children integrated and assigned to regular classrooms; (2) no use of diagnostic labeling; (3) reorganization of the building-level administrative and service delivery arrangement to create a support system for special education services; (4) design continuous inservice training opportunities.

The key resource in this individual program modification system is the Special Education Resource Teacher (SERT). The major responsibilities of the SERT are diagnosis; communication with all

staff regarding assessment; monitoring of child's progress.

The basic assumption governing the practice of the project regards the expectations and standards of social acceptability.

> The handicapped child's "problem" is not his physical or mental disability as traditionally defined; it is the discrepancy between his performance and either the implicit or explicit performance desired from him by his society (p. 111).

The Madison School Plan of the Santa Monica Unified School District (Taylor & Solloway, 1973) is a cooperative arrangement between a local school district and a state education agency. The first basic premise of the project is to reject traditional labels and categories and view children in educationally relevant terms, learning strengths and weaknesses. This is a movement in the direction toward labeling the services rendered and not the children served. The project specifies competencies in four areas to determine readiness for regular class placement: (1) pre-academic; (2) academic; (3) setting; and (4) reward. This instrument allows the child to be assessed according to his strengths and abilities for functioning in the regular classroom environment. A Learning Center, flexible in its physical arrangement, is staffed by special educational personnel, and works with children whose functioning level is I and II in the pre-academic and academic competency areas. This setting is designed to increase competencies to ready children for regular class placement. Communication between the regular class teacher and the Learning Center staff is begun well before the reintegration process.

The Houston Plan (Meisgeier, 1973) involves 85 elementary schools in the sixth largest school system in the country. The

Houston Plan was developed in response to the Texas State Education program, Plan A which aims at creating a number of alternatives for providing comprehensive services for exceptional children. The unique aspect of this plan is that its goals relate to enhanced educational planning for every child. The long-range goal of the Houston Plan is "...to transform schools into institutions that will foster the growth of competent individuals who can deal realistically and effectively with the rapid growth of new technology and knowledge (p. 133)". Immediate goals include: (1) making entire educational process responsive to every child's strengths and weakness; (2) making curriculum relevant and interesting; and (3) humanizing and personalizing the learning environment.

The first step in implementing the plan required a reorganization of the administrative structure. The Psychological and Special Education services combined to create the Center for Human Resources Development and Educational Renewal. This name reflects the new emphasis on human development rather than a negative categorical approach. The second part of the name reflects a key element of the plan, the extensive program for growth and enrichment of the teacher.

The program works toward the goal of integrating the regular and special education programs considering every child, individual in his needs and learning styles, and hence, every child as deserving of special education. The concept of the classroom teacher in the Houston Plan changes from the traditional role as dispenser of knowledge and director of the class. Rather, the teacher's role

is to facilitate and advise the child in the learning process, teaching the child how to learn, and personalizing and individualizing the instruction so the child may become responsible for his/her own learning. In each elementary school, a Precision Learning Center provides specialized support services, resources, and instructional materials for the teacher and the child. The Precision Learning Center serves the organizational structure to effectively combine the efforts and resources of both the special and regular education departments to most comprehensively and individually meet the needs of every child in the school district.

The State of Maryland Department of Education (Mopsik & Hession, 1974) has designed an organizational structure to provide a continuum of special education services. The goals of the continuum of services design are: (1) to provide more adequate services to a greater number of handicapped children; (2) to increase the number of children maintained in the mainstream of education; (3) to decrease the number of children relegated to self-contained classes; and (4) to prevent serious learning problems through early identification and remediation. The continuum consists of seven programs of educational services from the most restrictive placements of the residential setting to the least restrictive placement, utilizing consultant services. The seven program alternatives on the continuum are: (1) Consultant services: oriented primarily to the prevention and early identification, intervention of learning and social adjustment problems before they become a major handicap, (2) Diagnostic Prescriptive Services: purpose of performing educational assessments of children referred for learning problems,

developing an educational prescription based on the child's individual learning profile and determining an appropriate placement in cooperation with other professionals. The diagnostic prescriptive teacher also provides continuous follow-up and supportive services; (3) Itinerant Services: designed to provide supportive services, both in group and individual settings, to children with visual handicaps, speech, hearing or language impairments; (4) Cooperative Services: provides a resource room setting for specialized tutorial assistance for children assigned to regular classrooms. When problem is remediated or minimized, child returns full-time to regular classroom; (5) Special Class Services: self-contained special education classes in the public school for severely handicapped students whose educational needs are unable to be appropriately met in the regular classroom; (6) Nonpublic Special Day Classes: home-hospital teaching programs on a day basis; (7) Residential Services: therapeutic and care services provided to severely and profoundly handicapped children.

This design allows for movement along the continuum to offer each child the program with the greatest degree of intervention appropriate to his needs and handicap. As students move along the continuum to least restictive alternative placements and require less supportive services, the design becomes beneficial, not only to the child, but to the financial cost of his education as well. The inservice training component is crucial to the program to provide within each school a nucleus of trained personnel to determine and meet in-service training needs and be responsible for program development,

implementation and evaluation. Thus, teachers and direct delivery personnel assume the leadership in each school, becoming a resource to create a multiplier effect.

Individually Prescribed Instruction (IPI) (Scanlon, 1971) is an instructional system based on the specification of learning objectives matched with appropriate diagnostic instruments and teaching materials. The IPI system stresses individual pupil assessment and emphasizes continued monitoring of pupil progress. As specified objectives are achieved, the teacher assesses the student's achievement and using results of a pre-test to represent the goals of the next learning unit and considering the student's individual learning style, the teacher prescribes a learning prescription, a set of objectives and matching instructional materials for the child's program. In the IPI system, the teacher's role changes from that of a vendor of instruction to progress analyzer, tutor, and instructional manager. The student's role also changes as he/she becomes instructional agent of his own work, accomplishing prescribed objectives at his own rate of speed to his own level of satisfaction. The role of the teacher aide is to score the student's work and report the achievement to the teacher. This IPI system does not depend on homogenous grouping as there is prerequisite achievement level to attain. The setting, therefore, allows retarded children, learning disabled children and other exceptional children to work together in a learning environment with normal peers without the threat of having their own learning inadequacies amplified.

The Prescriptive Education Program (PREP) (Frankel, 1974)

in the Portland Public Schools is based on the vision of a humanizing process of education and the committment to the concept of the human being as a subject, who reflects and acts upon reality in order to transform it, and not as an object to be known and manipulated. The emphasis of the PREP design is on creating a learning environment to ameliorate learning difficulties before behavior patterns become habitual and negate the possibility for a profitable school experience. As the emphasis of PREP is on prevention, the program tends to concentrate in the lower and intermediate grades. Essential to the program are (a) accurate assessment; (b) precise prescription; (c) available resources; and (d) continuous assessment. In addition to the instructional goals of PREP, affective objectives include (1) facilitating the sharing of ideas and feelings among school personnel, parents and pupils, and (2) helping to build confidence in the child and those who are working with him/her.

Supportive services provided by PREP personnel include consultation to principals and classroom teachers in the development of new options and expansion of existing options to more fully meet the needs of exceptional children in the mainstream environment, in the educational and psychological assessment process, in the design and implementation of individualized instructional programs, in the design of programs to meet emotional and social needs of individuals; in the decision process regarding the placement of instructional programs. PREP personnel also work directly with children and their families providing instruction, guidance and

support. A major aspect of PREP is planning and implementation of community interaction programs. PREP personnel consist of diagnostic teachers, reading specialists, psychological examiners and speech clinicians. The PREP Staff work cooperatively in a team approach in which the child's teacher is seen as the central member of the treatment team.

The Educational Modulation Center (Adamson & Van Etten, 1970) approach, developed in Kansas, emphasizes the matching of appropriate instructional materials to the student's individual learning characteristics. The system operates through the utilization of a prescriptive materials retrieval system. Description cards are used indicating the content area of instruction, the intellectual level of instruction, and the type of instructional material most suited for the individual's learning abilities (auditory, visual, tactile, etc.). Instructional materials are then readily retrieved which match all three component descriptors. The aim of this approach is to improve the child's educational skills to allow him to be maintained in the regular classroom. The use of the system, then, reduces the number of special class placements, changes the role of the building or district special education personnel to that of diagnostician and consultant, and charges the responsibility of service delivery to the regular class teacher.

The Variables Influencing Performance (VIP) project (Haring & Miller, 1973) was a one year B E H funded cooperative program between a local school district and the Experimental Education Unit at the University of Washington. Through the use of behavioral objectives and formative measurements of student's progress (probes), this data-based program incorporated the use of precision teaching techniques and behavior analysis principles into special education programs at the secondary level.

The project involved the EEU staff of the University of Washington, four teachers of the Mercer Island School District, and four half-time adult aides. The goals of the project were to instruct unresponsive junior-high school students more effectively and to train staff to apply precision teaching techniques. Three instructional variables of the project included (1) individualized instruction, (2) systematic reinforcement, (3) continuous measurement of performance. Individualized instructional units allowed students to progress at their own rate, chart their own data, and be reinforced for successful achievement of learning objectives by free time or leaving school early. The role of the teacher aide was to keep track of pupil's progress and provide necessary instructional materials. The teacher's role changed from one of instruction and information dispenser to one of environmental manager, prescribing an instructional arrangement for individual students to assume each was achieving to the maximum of his ability in a learning environment most suited to his needs.

Downriver Learning Disabilities Center in the School District of the City of Wyandotte, Michigan (1971) is an outpatient facility, supported by twelve school districts, designed to perform an assessment function only of learning disabled students. The instructional component of this program is performed by the child's home teacher and the school. A child's referral to the Center initiates with the classroom teacher and goes through the special services department of the local school district, where preliminary tests are administered to determine eligibility. The referring classroom teacher accompanies the child to the Center, becomes oriented to the diagnostic instruments and observes the child being tested and becomes familiar with instructional materials being recommended for the child. The Center staff arranges a case staffing conference including classroom teacher, building principal, school district diagnostician, remedial reading teacher and other persons involved with the child. Ten weeks after assessment, Center staff member visits classroom setting to discuss child's progress and update instructional recommendations. This approach offers the regular classroom teacher an opportunity to augment assessment and diagnostic skills and become more knowledgeable of instructional strategies consistent with individual learning styles; thus, the necessity for special class placements is reduced as the regular educator becomes more competent and confident to handle special learning problems in the mainstream environment.

Committment of educators, parents, sociologists and psychologists to the viability and desirability of mainstream as the most effective special education arrangement, as purported in Birch's

conclusion, has resulted in the establishment of a legal base to guarantee due process and constitutional rights to all handicapped persons. Richard Johnson (1974) indicates "...current major emphasis on the rights of the handicapped has come about through the courts of our land (p. 17)". Birch (1974) cites court actions and civil rights actions against segregation as two of his eleven motives causing pressure toward the mainstreaming movement. Reynolds (1974) highlights "judicial interpretations" as one of the five factors relating to the tendency toward mainstreaming.

Three fundamental cases which have set the constitutional basis for a right to education for all children, including the exceptional child, were heard in Pennsylvania, Washington and New Orleans.

In 1973 the federal court in Pennsylvania ordered zero-reject education for all retarded children. The court order further defined the "appropriateness" of the program, that it be determined within the confines of the most integrated, most "normalized" environment.

The Mill vs. D. C. Board of Education, in 1972, further expanded the right to education, zero-reject mandate to include all handicaps and not be limited in its interpretation to only mentally retarded children.

A further dimension of the right to education mandate came in 1973 with the Lebank vs. Spears case. The New Orleans court ordered that a written and individualized plan be required for the

education and training of every exceptional child.*

These three requirements of zero-reject education in the most appropriate integrated environment, for all handicapped children, with a written and individualized plan have been incorporated into recent federal legislation, P. L. 94-142, the Education for All Handicapped Children Act, signed into effect November 29, 1975. This federal enactment mandates these right to education requirements for all states.

> "Integration is a central constitutional value - not integration that denies difference, but, rather, integration that accomodates difference, that appreciates it and celebrates it. Thus, more fully stated, integration and individualization are among the central constitutional values; integration most often taking as its label at the law, equal protection, and individualization, taking as its label, due process (Gilhool, 1976, p. 6)".

Upheld by sound tenets of social philosophy, psychological theory, and constitutional values, mainstreaming as an educative process would appear to be the most desirable special education arrangement.

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* The purpose of this paper is not to explore in depth these individual cases, but rather to highlight them in summary as significant and substantial cases in building the legal foundation for the right to education mandate. The reader is referred to the specific case references for further detail.

SUMMARY

In concurrence with Dr. Birch's conclusion that mainstreaming is the most desirable special education arrangement, and the direction toward which all education systems should be moving, this writer has substantiated this belief from a sociological, psychological and legal basis. It is inherent in the philosophical concepts of mainstreaming to provide social opportunity, instructional experiences and individual freedom to maximize the personal and educational growth of every child. It is the contention of this writer that the components of conventional and alternative educational systems (self-contained classrooms, categorizing by handicap, instruction by mass homogeneous groupings) deny the exceptional child his/her right to an individualized educational program. The opportunity to achieve to maximum potential and experience reward, self-esteem, and self-confidence are impeded by traditional special educational curriculums. Special education should indeed be "special", of a quality consistent with that of general education, and administered with at <u>least</u> the same degree of concern, dignity and priority as general education programs. Until all exceptional children are acknowledged as individual persons and afforded an individualized and appropriate educational experience, their prospects of becoming functional, contributing members of their society and environment will be threatened. It is not the intention of this writer to suggest or advocate that all special education classes should be singularly abolished and replaced immediately by mainstream education. Rather, it is suggested, in concurrence with Dr. Birch, that this is the direction toward

which education should be moving. It is just as necessary to identify and obtain appropriate resources (financial, material and human) and to understand the most effective organizational structure for the individual school districts. Appropriate and adequate training in both attitude and skill development are crucial prerequisites before effective mainstreaming may be achieved.

Whatever organizational arrangement is implemented to facilitate the mainstream process, certain basic procedural components and criteria should be incorporated: (1) Diagnosis and assessment should utilize informal diagnostic techniques as well as standardized tests (if applicable at all) and results should be stated in terms educationally relevant to the child's progress; (2) the placement process should be flexible to allow the child continuous movement along the continuum of educational environments, so at any time in his program, the child is receiving the appropriate and required specialized services with the minimal degree of restrictiveness; (3) the child's individualized program and placement should be reviewed regularly and modified when appropriate; (4) case conferencing should include the parents as well as all professional personnel involved with the child.

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SECTION II

DIRECTIONS FOR TRAINING

With the increasing committment and belief of educators to the effectiveness of the "mainstreaming" approach (as documented in Section I), the necessity of preparing regular classroom teachers to offer appropriate instructional programs to handicapped students in the regular classroom increases in importance. As traditional preservice education programs do not require special education preparation for regular classroom personnel, the training must be designed and implemented at the inservice level (Yates, 1973). Additional support for the development of inservice education is evidenced by the fact that most school districts are oversupplied with teachers. Their interests, therefore, are on retraining present personnel and redirecting them to new roles rather than recruiting a new staff (Reynolds, 1973).

If regular classroom teachers are to be expected to accept handicapped students into their classes and to have th skills to effectively teach them, training programs must be oriented toward affective as well as cognitive goals. It is as important that regular educators, teachers as well as administrators, develop and attitude of acceptance and committment to mainstreaming to organize administrative structures as well as classroom environments to facilitate the placement of exceptional children in the "normal" environment for the greatest percentage of time possible.

The pre- and post-test data of a control group of ten teachers participating in an inservice training model utilizing the laboratory/experimental approach indicated a significant difference in their attitude toward the integration of handicapped learners in the regular classroom. Data indicated an increase in their perception of the possibility of successfully educating handicapped students in the regular classroom environment (Yates, 1973). Yates' study

has demonstrated that training oriented toward actual experience is more effective than the traditional lecture format of teaching.

One of the basic concepts of mainstreaming is decategorization. This concept implies accepting a child as an individual, with learning strengths and weaknesses particular only to himself. This concept implies an attitude on the part of the teacher that "...a child has integrity and I will teach him no matter what symptoms he shows, a willingness to ignore whatever labels have been attached, a need not to know his label, but a need to know his assets and weaknesses and take it from there, an experimental attitude, an attitude of accountability to self for a child's failure to learn (Hurley, 1974, p. 449)". Martin (1974) also supports that "...we can predict that much of this training will be rationalistic and skill oriented and fail to respond to feeling and attitude issues. It may also be that the practical involvement which should be part of the training will be relatively laissez-faire and not carefully or intensively supervised (p. 152)". In his address to the Dean's Project Conference in 1975, Martin again emphasized the concern for attitudinal issues. "Helping teachers to deal with the uniqueness of children is basically an attitudinal problem... that touches the belief system and self-concepts of teachers (Martin, 1976, p. 3)". It is not enough to just "instruct them on the behaviors, but to help them understand their fears and provide them with assistance and materials. In short, we have to work with the full range of skills, competencies and attitudes (Martin, 1976, p.4)". The objectives of a study by Johnson & Radius (1973) also

were directed toward establishing a positive working and attitudinal relationship between special and regular educators through the Team Learning Center (TLC) inservice program. However, the report cited is inconclusive in documenting any evidence that working relationships and attitudes improved during the three month training process. A crucial aspect in the initial phases of the mainstreaming process is to assure the receptive attitude of the general education community to the concepts of mainstream education.

Based on the assumption that regular educators are receptive to this trend in education and that "special educators are willing to help in the process of mainstreaming, reject the special enclave theory and mode of operation as a sufficient perspective for their field, and, instead,...will join in broad efforts to build the accommodative capacity for exceptionality in mainstream settings (Reynolds, 1973, p. 3)", it becomes the purpose of inservice education to be concerned with the development of teachers clinical skills in the use of appropriate methods and materials, and the training of both regular and special educators to accept new roles and responsibilities.

The effective integration of exceptional children in regular education will be possible only when regular and special educators combine their efforts, skills and competencies and move toward a teaming approach in education. Planning the educational program, determining the placement, and implementing the individualized process require cooperation and joint responsibilities of both the regular and special education departments of the school district. Therefore, the training responsibilities, as well, become the concern

of both departments.

> No longer is the training of teachers or special personnel clearly the responsibility of one group or the other. Territorities are being invaded. Both regular and special educators are looking again at the generic and special skills that teachers should have and who will train them. The changing role of teacher from being confined to a self-contained class to participating on teams, from the role of dispenser of information to facilitator or advisor, has created new interfacing problems (Meisgeier, 1974, p. 20).

If regular classroom teachers are to be faced with the challenge of educating exceptional children, they must learn new skills of informal diagnosis, classroom management, individualized instruction, and parent involvement and counseling. The skills of the regular educator must become more generic in nature while the special educator develops skills of consultation and advising in offering support services to enhance the regular educator's self-sufficiency in dealing with children with a broader range of individual differences.

> The goal of integrating handicapped children more successfully into regular education settings and programs will be possible only when every teacher has expanded skills in dealing with a fuller range of behaviors, and when teachers conceptions of themselves and their skills allow them to approach the wider range of children's behavior with confidence, not to be afraid of an individual who displays some difference (Martin, 1976, p. 5).

In this regard then, the specialist's role changes from working directly with the child for a portion of the day outside of the regular classroom setting, to working directly with the teacher, in the classroom, instructing him/her in instructional, diagnostic and reinforcement techniques. The specialist is utilized as a

resource to enable the regular educator to acquire the skills necessary to deal effectively with the classroom situation. These role expectancies and training directions are the goals of several new training programs and the competencies for the emerging professional. Lilly (1971) purports the role of an instructional specialist is to change the behaviors of the classroom and to enable him/her to change the behavior of the child. "At no time during the period of service.. remove the child from the classroom for individual work, whether... diagnostic or tutorial...this practice in no way prepares the teacher to perform this function in the future (p. 746)".

The Consulting Teacher Program (McKenzie, et al., 1970) prepares a specialist with skills to consult and train other teachers in the application of behavior modification principles to handicapped children. "...consulting teachers have no direct classroom responsibilities...Diagnosis and remediation procedures are undertaken by the child's teacher in his own classroom with the help of the consulting teacher (p. 142)."

Shaw & Shaw (1972) have developed a training program to train a classroom specialist whose primary roles are to arrange and conduct inservice programs for teachers, provide and demonstrate use of instructional materials and evaluation instruments, and to provide research information regarding effectiveness of alternative strategies. The classroom specialist does not ever work with a child unless to model a technique or material to be used by the teacher. With professional competence and interpersonal skill, the classroom specialist builds confidence in the classroom teacher and thus, becomes an agent in the progression toward teacher

self-sufficiency.

Reynolds & Balow (1974) schematically represent the relationship between regular and special educators as the abilities and competencies of regular educators grow through the assistance, training and consultation of special support and instructional services. In Figure 2, circle 1 symbolizes the teaching competencies presently possessed by regular teachers. The dotted portion (2) represents the expension and growth of these abilities through the assistance of specialized instructional services represented by the smaller circles (3, 4, 5...N).

The skills of effective leadership as developed in the Life Cycle theory of Leadership (Hersey & Blanchard, 1972) are also important competencies for the special educator. If the special educator is to assume the new role of specialist, consultant, advisor and develop cooperative and communicative relationships with the regular education personnel, it is important that he/she be sensitive to the needs of the regular classroom teacher and effectively apply the most appropriate style to assure acquisition of new teaching skills and techniques.

Hersey & Blanchard cite maturity level as a key criteria to determining the most appropriate leadership style. Maturity is defined as the capacity to set high but attainable goals (achievement motivation) the willingness and ability to accept responsibility, and the degree of relevant education and experience. A variety of leadership styles is determined by the relationship of task-oriented and relationship-oriented behaviors of the leader. Figure 3 illustrates the four basic leader behavior styles. The Life Cycle

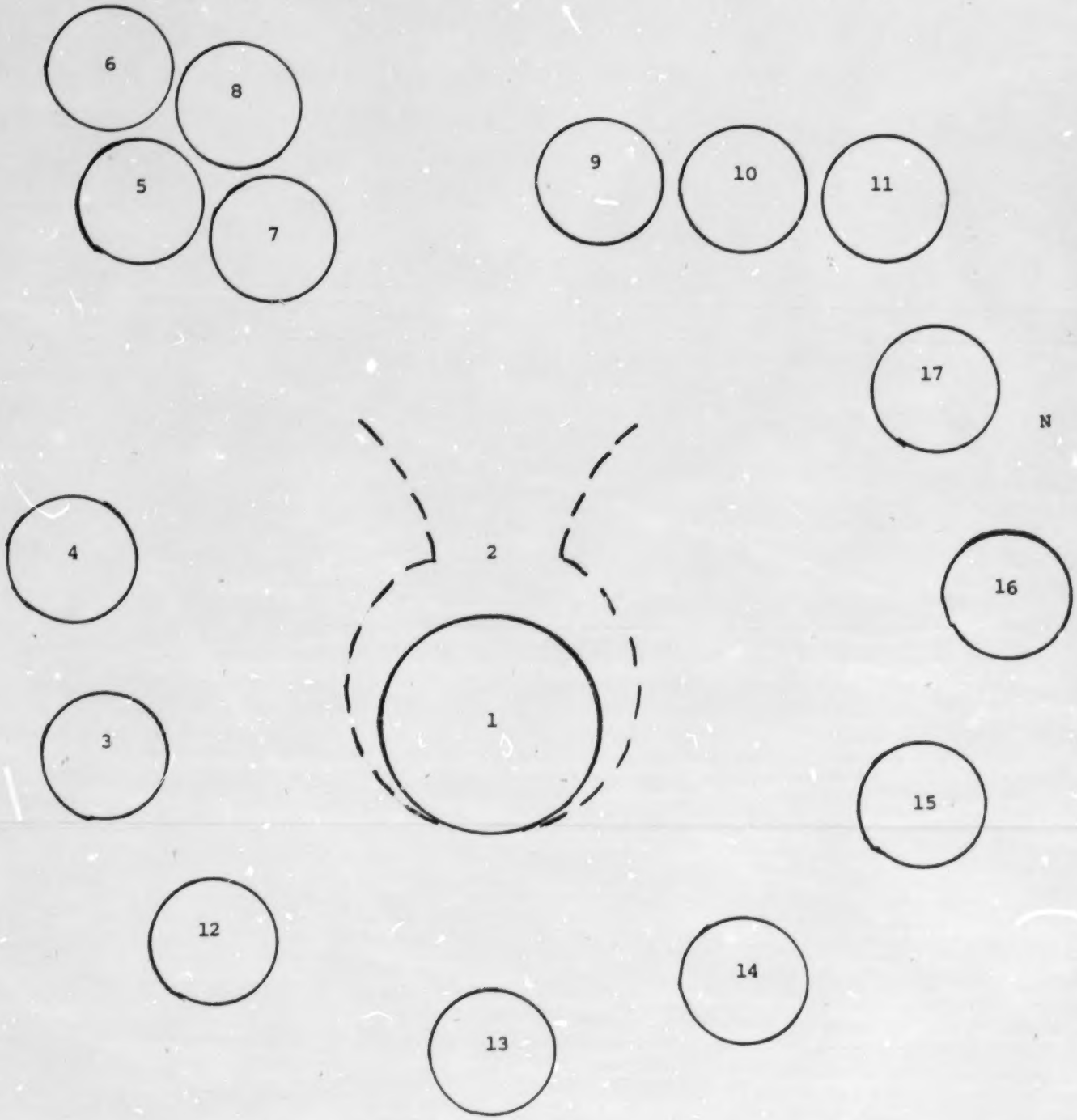

Figure 2. The relations of Special Instructional Systems (3,4,5...N) to Regular Education (1 and 2) (Reynolds & Balow, 1974, p. 431).

Theory is based on a curvilinear relationship between task behavior, relationships behavior and maturity (Figure 4).

In working with a number of regular classroom teachers, the specialist will also be working with a number of individual behaviors and maturity levels. Regular classroom teachers may exhibit a variety of attitudes toward the specialist ranging from intimidation, reluctance, and unacceptance to trust, cooperation, and acceptance. Behavior levels in terms of teaching skills will also vary among the teachers. To be effective, the specialist must be sensitive and skilled, to know when to apply a higher task oriented behavior or a higher relationships behavior. Being more structured and directive with an independent teacher may result in a lack of cooperation and unacceptance. Likewise, being too flexible and friendly with the teacher who needs more direction and time may not prove effective in helping the teacher to learn new techniques and develop self-sufficiency.

Inasmuch as the ultimate goal in the service delivery system or organization is for the specialist to impart new skills, techniques, and attitudes to the regular classroom teacher, teacher preparation programs for the most part have not equipped special educators with the skills of teacher trainer. This suggests, therefore, that a large proportion of the instructional resources required for training are housed in the universities or institutions of higher education (IHE). The development of an organizational partnership between the educational agency and the university agency implies the consideration of decision-making procedures and financial arrangements conducive and supportive to the program development

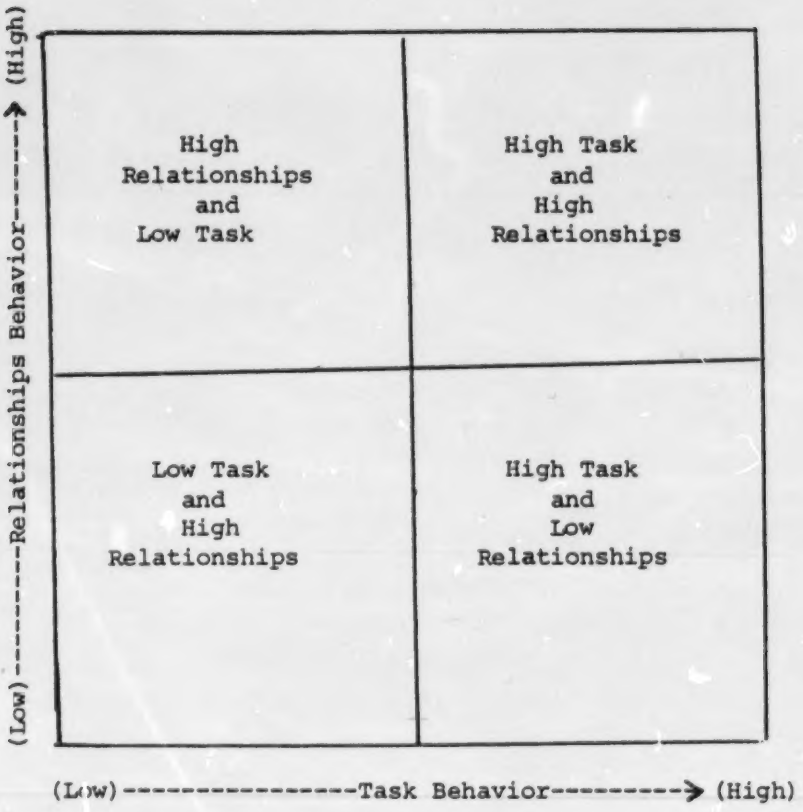

Figure 3. The basic leader behavior styles (Hersey & Blanchard, 1972, p. 82).

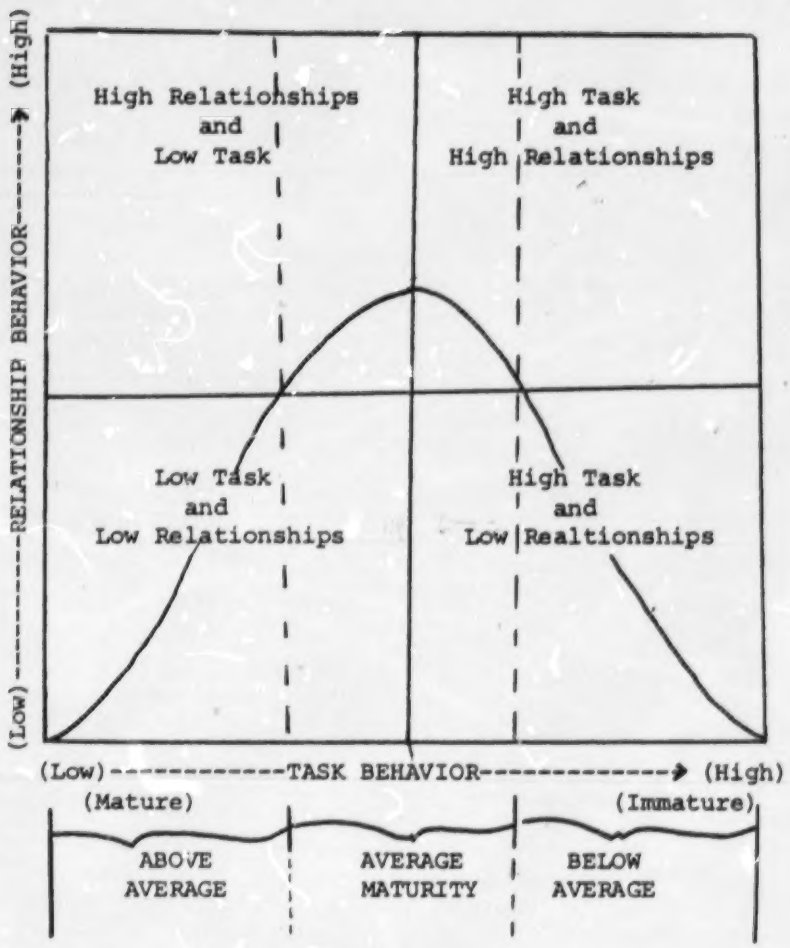

Figure 4. The Life Cycle Theory of Leadership. Maturity Levels (Hersey & Blanchard, 1972, p. 142)

of both agencies. Thus, a partnership is to be organized among the state education agency (SEA), the local education agency (LEA), and the university (IHE).

Reynolds (1973) suggests a macrosystem of both schools and universities as a framework to planning and implementing the immediately required training programs. His macrosystem presents five alternative strategies or modes of organization from the most centralized, to ones involving biased power bases, to the more collaborative approaches.

The first model, the Sovietized approach, emphasizes central, state or national responsibility for the specification of needs and plans for the allocation of functions and resources. A central agency determines how many, and which, training centers will be operative in a particular area.

The IHE Dissemination model and the Local Needs Assessment model give decision making and financial power to one individual agency. In the first case, financial allocation is made directly to the IHE who designs and implements the training programs, with cooperation from the local or state agencies only if they (IHE) so determine. The problem faced in this model is that of dissemination and diffusion of the resources, as the local school system is the ultimate consumer. In the latter model, the schematic approach is directly reversed. The needs of the local school system are the primary consideration, and with the money in their hands, the LEA subcontracts out to other sources for the training, which may or may not be the IHE.

The Voluntary Collaboration model begins to approach cooperative planning among the agencies in the design and delivery of training programs. This model calls for sensitive consideration and awareness among all IHEs in a given area to plan their programs complimentary to one another and not in an overlapping, conflicting or competitive nature. This would maximize the potential utilization of all available teaching resources. This model also calls for consideration of the needs of the local and state education agencies in planning training programs at the IHE level. Movement toward this cooperative planning is evidenced by a requirement of the BEH Training Division that all IHE applications for funds be accompanied by a summary of the needs of the SEA.

The model Reynolds advocates is a further expansion of this collaborative approach, based on interaction of the IHE with SEAs and LEAs. This approach, the Problem Solving model meets five criteria of crucial importance for training programs designed to be responsive to children's needs under the "right to education" mandate. These criteria are (1) increasing two-way communication among all units; (2) increasing understanding of problem-solving modes among agencies; (3) resulting in satisfactory standards of quality held in all agencies; (4) enhancing improved training capacities of all agencies; (5) providing for the delivery of all relevant knowledge to service settings.

If the majority of training resources are to be identified and utilized from the IHE sector, the question arises regarding the efficacy of university based inservice training programs as opposed to school or field-based inservice training programs. Edelfelt (1975) has indicated historical concepts of inservice education that need

to be changed to respond more effectively to needs today, are that the programs have not been school-based, but rather they have been delivered outside the school on the teacher's own time, by non-school personnel. Hence, the planning of the inservice program did not involve the teachers or the school administration and it was not designed as a comprehensive training program for continuous professional development. In a recent review of research on inservice education, Lawrence, et al (1974) analyzed 97 programs. These studies, conclusively supported Edelfelt's arguments against the designs, materials, procedures and settings of historical inservice education. In summary, the studies revealed that school based inservice programs as opposed to college based inservice programs are more effective in influencing teacher attitudes and modifying teacher behaviors. Inservice education programs are most effective when they involve the teacher in planning, self-instruction, individualized active participation and experience. Teachers learn best when they have an opportunity to see a demonstration and apply a learned technique in the training setting. Yates' (1973) study, applying a laboratory/experimental approach, also supports the concept that teachers must have an opportunity to immediately experience and apply skills that are being learned to their own practical environment.

The Seward-University collaborative inservice project (Deno & Gross, 1973) between the Minneapolis Public Schools and the University of Minnesota, Department of Special Education, modified their traditional campus-based training program and University faculty moved into the Seward School. This project is based on the

assumption that "training can be improved if the University will move to the schools, rather than trying to move the schools to the University (p. 109)". The University coordinates carefully with the needs of the local school system in designing their course offerings and they actually offer university credit courses at the Seward School The project has also incorporated the development of a parent-education training program.

In the design of the Consulting Teacher program at the University of Vermont (McKenzie, et al, 1970). the Consulting Teachers who are housed in the school buildings are actually adjunct faculty of the University program. In addition to their consulting and advisory role to the building teachers, they are on-site faculty supervisors for teachers enrolled in the University project.

Crucial to the design of an inservice program is that it be conceived as a total and comprehensive training program for the entire staff. Isolated day-long, or week-long, training sessions which lack follow-up consultation and review and which do not fit cleanly into the continuity of training sequence are not effective in changing attitudes, working relationships, or behaviros. To encourage a team approach toward the planning and implementation of educational programs, the design of the training program should incorporate a team training model. Teachers and administrators, both regular and special educators, need a setting in which to share individual beliefs, fears and skills. The effective training program will build a support system among staff members, reinforcing efforts and enhancing skills.

Noncategorization of children implies noncategorical teacher education. "Training programs for teachers and other educators of the handicapped should be made specific to instructional systems rather than to categories of children... We should train and identify teachers by their competencies...(Reynolds & Balow, 1974, (p. 437)." If training programs are to enable teachers to become generic specialists dealing with a wide range of child behaviors and learning styles, then the resources to build these generic competencies will emerge from a variety of disciplines, psychology, social services, special education, medicine and administration. Therefore, as teaching is a team effort, training of teachers is also a team effort. If the university is the provider of training, then it is necessary for this transdisciplinary or team training approach to be recognized at that level as well. "The team teaching aspect of the program capitalizes upon the strengths of faculty resources (Blackhurst, et al, 1973, p. 288."

In addition to utilizing faculty and resources of the IHE, other alternatives exist for the provision of training programs for school personnel. Among these alternatives are the state education agencies (SEA), the Bureau of Education for the Handicapped (BEH), and professional educational associations.

The inservice education component of the houston Plan is the Educational Renewal Project (Meisgeier, 1973). Under this project, teachers and administrators are provided with continuous education in the use of the latest advances in the methods and materials of personalized instruction. The inservice program, conducted by the Teacher Development Center, a division of school's administrative structure, is designed to complement the efforts of the

comprehensive Houston Plan and Texas Plan A, in meeting the goals of their educational process.

In the initial phase of the project, a team of six teachers from each of 85 participating schools, received 120 hours of training at the Training Development Center. The TDC campus are established at designated school buildings, presenting training activities for administrators, teachers, and staff of the Precision Learning Centers. The training activities include demonstration of instructional materials and development of human, technical and conceptual skills necessary for effectively integrating and maintaining all children in regular classroom settings. At the completion of 120 hours of training, the TDC staff visits the classroom to observe, consult, and assist. The teachers then return to the TDC for follow-up training. This training program is based on the concept of the Houston Plan that every child is an individual, with specific learning strengths and learning styles, and a special education program should be personalized for every child in the school district. The Education Renewal Project is designed to retrain all personnel to maximize the regular-special education interface and thus approach the goals of the Houston Plan.

Under the U. S. Office of Education, the Training Division of BEH awards grants to state departments and Regional Resource Centers to design and deliver inservice training programs to meet priority training needs. The program assistance grants of BEH are directed to:

> increase the quantity and quality of teaching personnel and other special personnel for the education of handicapped children by providing funds to eligible institutions and agencies that have, or will develop, programs for the preparation of such personnel. The purpose of the special projects is to develop, implement and evaluate training approaches that are basically new or which are significant modifications of existing programs. Projects include innovative approaches to the solution of major training problems (Whelan & Sontag, 1974, p. 3).

BEH grants may be awarded for a three year period which allows agencies the opportunity to plan long-range training goals and design comprehensive training programs which are a part of a total system plan for the school district or state department. The BEH funds also offer SEAs and LEAs to subcontract with other professional agencies for the provision of training resources.

The National Association of State Directors of Special Education (NASDSE) design and implement training programs for SEA personnel. The content of their training is determined by a needs assessment among all state departments. Training models which NASDSE utilizes are varied depending upon the needs of the SEA. NASDSE training activities include field-test models, training of trainers models, and the development of training guides and manuals.

The Council for Exceptional Children (CEC) has recently undertaken the policy to develop a training dimension to enhance program planning and educational opportunites for all exceptional children. Two-day institutes are designed to present indept study and instruction and explore topic areas to develop skills for administrators and practitioners. The CEC institutes are developed with expertise of personnel of the local and state education

agencies and universitites throughout the country. CEC develops a series of institutes on a particular topic area (Delivery of Services, Early Childhood Education, Individualized Educational Programming, Career Development) which is indicated as a priority training need from practitioners in the field. SEAs, LEAs and IHEs are eligible to subcontract with CEC for the delivery of training programs.

Whatever training design is determined by local school district and whatever resources are utilized to achieve the training goals, it is important that the training program address the needs of a number of target groups. The need has been discussed of training regular and special education personnel in the shcools, to develop cooperative working relations, team approaches to planning and instruction and attitudes of acceptance and support. In addition, parents of both "regular" and exceptional children should be offered training programs to become familiar with organizational directions of the school system and to learn basic management skills to apply at home to supplement the school learning environment. Curricula should be developed for regular classroom students to help them to understand the individual differences of their classroom peers. Children should learn about physical disabilities, hearing and vision impairments, and become familiar with hearing aids, wheelchairs, and even braille machines and braille texts.

It is of equal importance for the children who work and play with exceptional children, the school personnel who cooperatively instruct exceptional children, parents and community people

who are actively involved with exceptional children outside of the school environment to become familiar with them, understand them, and work together to help them all become productive and contributing members of their society.

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